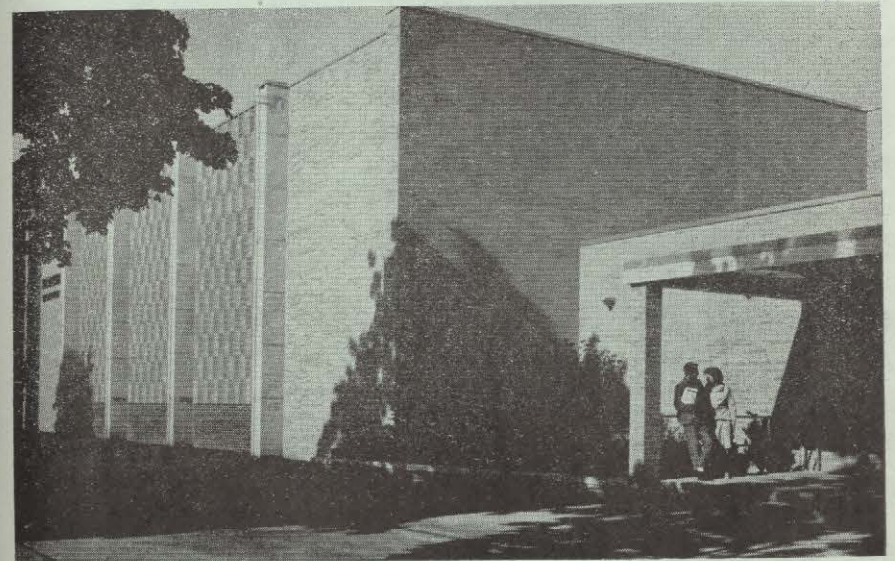


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*Annual Report of the Superintendent of Schools
Bloomfield, New Jersey*

1965 - 1966

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MEMBERS OF THE BLOOMFIELD BOARD OF EDUCATION:

Mrs. Frank M. Galioto, President
 Mr. John G. Severs, Vice President
 Mr. Harold V. Tyne
 Mr. Harold Brotherhood
 Mr. Vincent J. Biunno

Dear Mrs. Galioto and Gentlemen:

I am pleased to transmit to you my seventh annual report. This has been a most gratifying year, when both the Senior High School and the North Junior High School were evaluated by outside agencies and received an excellent report. We have also made new ventures in the fields of vocational education which have been gratifying. Because of new Federal Aid programs we have been able to offer services to disadvantaged and handicapped children which were not previously possible. The year 1965-1966 should be regarded as a year of considerable progress, in which you as a board of education played a notable part.

Sincerely yours,

FRANK B. STOVER
 Superintendent of Schools

Bloomfield, N. J.
 July, 1966

BLOOMFIELD PUBLIC SCHOOLS

1965-1966

Total Average Enrollment	7,787
School Buildings Operated	16
Supervisors and Principals	20
Teachers—Full-time	401
Part-time	35
Other Employees (full and part-time)	186
Day School Cost Per Pupil in Total	
Average Enrollment	\$614.58
Day School Expenditures (without new buildings, etc.)	\$4,785,711.44



THE FUTURE TEACHERS OF AMERICA CLUB AT BLOOMFIELD HIGH SCHOOL, ONE OF THE LARGEST CLUBS IN NEW JERSEY

SENIOR HIGH SCHOOL

On March 29th, 30th and 31st a committee of twenty-eight representatives of schools and colleges of the Middle Atlantic States visited the Bloomfield Senior High School. Prior to that time various committees of the Bloomfield High School faculty had been at work for many months preparing for this evaluation, which determines in large part the standing of our graduating classes with regard to college admission.

The visiting committee studied the evaluation made by our own staff, visited the classes, conferred with administrators, teachers and students and later presented the following summary report:

SUMMARY STATEMENT

"The visiting committee has used the standards set in the 1960 edition of the EVALUATIVE CRITERIA, has measured your school according to these standards, has tried to point out a few of the many fine activities we had the privilege and opportunity of observing and has tried to make a few recommendations.

We are very much aware that some of our recommendations may not be practical at this immediate time. We realize, too, that in a brief three day visit there are many items of importance which we could not study as carefully and in as much detail as we would like to have done. We do hope, however, that our efforts may be found helpful to Bloomfield Senior High School in many ways.

The committee soon became aware of the high morale existing throughout the school. It felt that it was in a school where the climate was good. The administrative officers, the staff and the students appeared to be proud of their school and they had many

B reasons to feel this way. The committee was generally pleased with what they saw and the visit was also a pleasant and profitable experience for each and every member.

The staff is to be commended for having a good instructional program with the existing building limitations. Probably the reason for this dedication to offer as good instruction as possible is the involvement of the various departments in the planning of instructional needs and budget items. This cooperation should continue in the contemplated building program.

Since the original building was completed in the early 1900's it can not lend itself to a modern comprehensive high school program unless extensive remodeling is done. A start has been made by the addition of the new physical education facilities and chemistry rooms. It is suggested that a study be made by the School Board, the school administration, and Bloomfield citizens groups to determine if a new senior high school be built on a new site or additional land be acquired at the present site to bring the school facility up to present standards.

The philosophy and objectives as agreed upon by the school staff are of a high order. There should be a basic orientation in educational philosophy developed from a critical analysis of values, of society, and of the world situation as well as of nature of knowledge itself. The development of a philosophy of education is basic to the development of the whole school program and what the school is trying to accomplish. A good start has been made by the staff and it is hoped that it will continue to examine basic beliefs in actual practice.

The holding power of Bloomfield Senior High School is exceptional with only about 2% dropping out in one school year. This shows that the school is meeting the needs of the students in the community. It is also apparent that the citizens have a decided interest in the school and support its program activities and projects. There are also many agencies which have an interest in the school.

The committee has found that the Bloomfield Senior High School is providing a sound, flexible and challenging program of studies for the students in the area. It is obvious that much time, energy, and money have been spent to offer this enriched program. There is always the problem of stimulating the students with the higher than average mental abilities as well as those who fall below the normal range. A continued study should be made by the staff on groupings and present curriculum. This will be covered in this report in the curricular areas.

It was evident to the committee a large reservoir of talent in the fine arts exists in the school. The staff in this area is doing an

exceptional job with the limited space allotted to them. It is evident that if additional space and personnel were available this talent could be developed to a far greater degree and more students may select courses in the area of the fine arts.

The remaining sections of this report are for the purpose of summarizing the findings and outlining the recommendations made by the committee. The sections are lettered to correspond with the sections of the EVALUATIVE CRITERIA.

B. Philosophy and Objectives

The philosophy of the Bloomfield Senior High School is clear and concise. There is ample evidence to indicate that the philosophy is not the personal possession of the principal but is understood and appreciated by most staff members. The school seems to be organized and administrated so that the school philosophy may be implemented.

The school is to be commended for the statement of its objectives. It is believed by the committee the school is reaching these objectives and meeting the needs of most students in the school.

C. School and Community

The committee was particularly impressed with the knowledge of the community as shown by the principal and his staff. The report given to the committee was very comprehensive and showed a thorough understanding of the pupil population of Bloomfield Senior High School.

Both the principal and his staff seem to be well aware of the status of the students and their needs. The school keeps adequate records of the student population with regards to stability, withdrawals, mental ability, educational intentions, and occupational intentions; and makes, in the judgment of the committee, adequate use of this information. The ethical and moral tone of the community appear to be high, and the school appears to be well thought of and supported by the community.

D. Program of Studies

Bloomfield Senior High School provides a program of studies which meets the common needs of all students. Its single curriculum with homogeneous grouping in many areas allows students to select courses in line with their varied interests and abilities. Its well-trained and dedicated staff has not been deterred by the many problems inherent in an outmoded and inadequate plant from enthusiastically seeking means for continued improvement of the educational program.

The staff of Bloomfield Senior High School is to be commended for:

1. Curriculum procedures involving the entire professional staff.
2. The dedication of the staff and its constant effort to improve.
3. Imaginative use of severely limited facilities to provide some specialized programs in an attempt to meet student needs.
4. Recognition by the administration of the teacher as a competent professional.

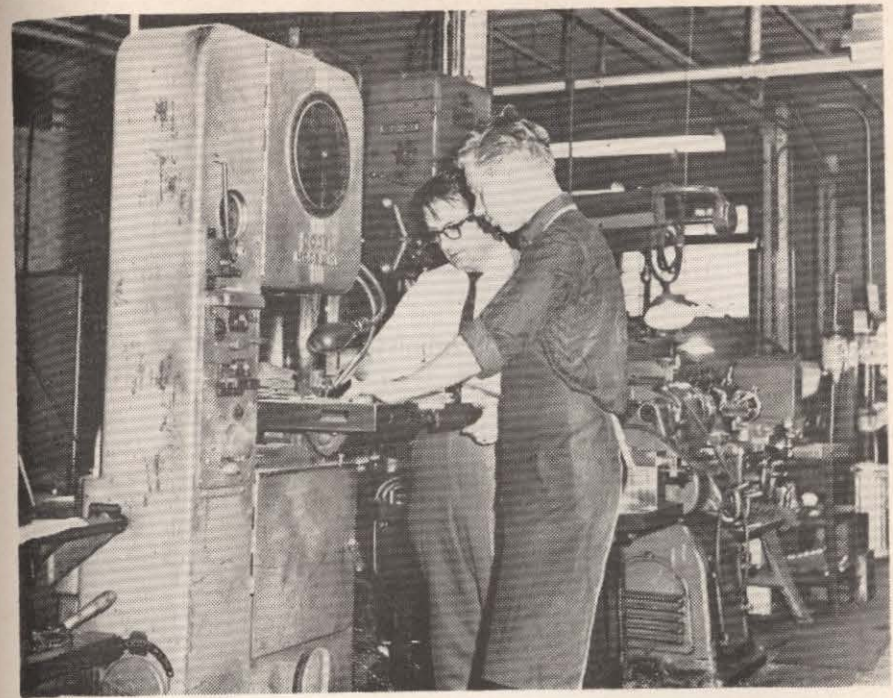
The committee recommends that:

1. Released time be provided for the staff to work in the field of curriculum development.
2. More electives, both major and minor, be offered to meet the individual needs of students.
3. A study be made of the possibility of providing more flexibility in scheduling to allow students a wider choice of electives.
4. A program of special education with specially trained teachers be developed for pupils of very limited ability."

Senior High School Developments

Outstanding in the new developments at the Senior High School were the new pilot programs in vocational education. These are made possible by Federal legislation passed several years ago, which provides money to general comprehensive high schools rather than purely vocational schools. One of our projects concerned a cooperative program in trade and industry participated in by 32 boys under the supervision of Mr. Minchin. In this program the boys attended school for a half a day, and for the other half day were placed in various industrial locations in Bloomfield and surrounding areas under the cooperative supervision of the school and the employer. The program met with great success and complete acceptance on the part of the employer, and it can be expected to continue and expand in the years ahead.

Another program stemming out of new vocational emphasis is the beginning of the steno-lab research project. Through the use of electrical equipment installed at each pupil location, it is hoped that many more students can be taught stenography successfully. Our teachers have been working with this equipment on a trial basis during the past year.



A STUDENT IN OUR COOPERATIVE TRADE AND INDUSTRY PROGRAM
WITH HIS EMPLOYER, THE OWNER OF A MACHINE SHOP



A LOOK AT OUR THRIVING PRIZE WINNING DISTRIBUTIVE
EDUCATION PROGRAM

Team teaching made its appearance in a number of departments, including bookkeeping, social studies and English.

In foreign languages the work on course guides for all levels of the six-year and four-year sequential programs was completed, the culmination of five years of work. Next year the department plans to hold joint meetings with the Nutley High School department of foreign languages to exchange ideas, and to send staff members to neighboring school systems. Senior high guidance counselors, ninth grade counselors and foreign language departments were involved in discussions of the two sequences in foreign languages and the most appropriate placement for students.

Our business education department reports that stenography students from the typewriting major group, instituted in ninth grade a few years ago, are now completing their senior year, and that the advantages of the beginning sequences are apparent. This department has instituted a course of notetaking for college bound students and expects to be able to continue this service in the future.

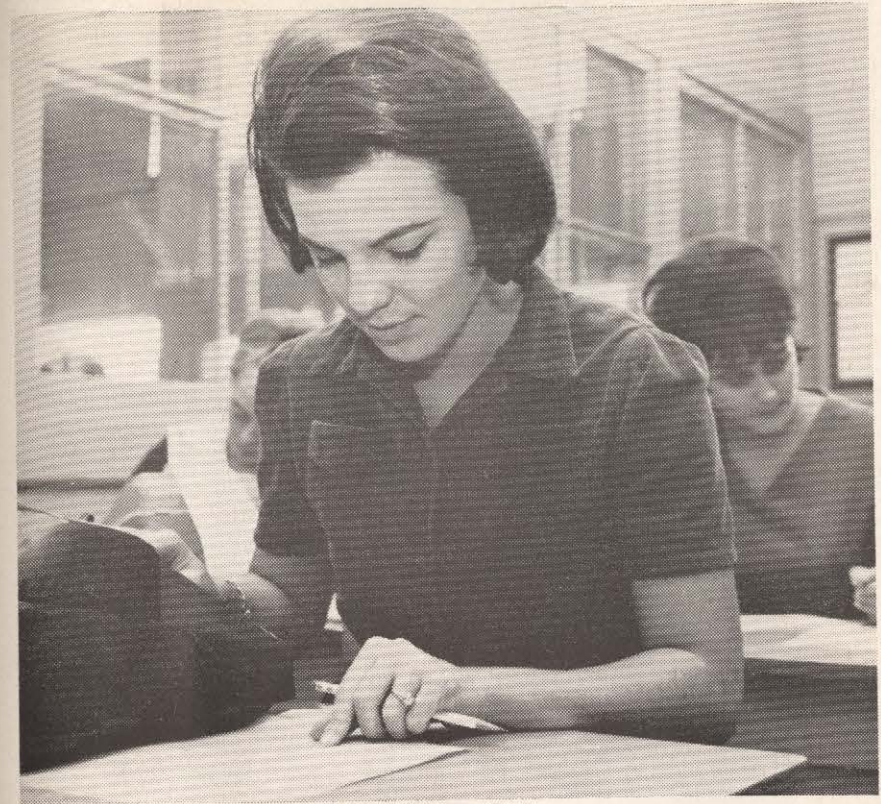
The English department has finally completed courses of study for all levels of students, the culmination of a five year program of revision. Additional emphasis has been placed on spelling and a yearly Spelling Day was established for April. The department made good use of the cultural opportunities in field trips to museums and theaters in this area, and by sponsoring a play by the Bloomfield College players. For the first time the seniors in advanced placement in English were offered a unit in Russian literature. Next year more cultural linguistics will be offered in the sophomore class. A style book of grammar and composition principles for general use throughout the school will be another project.

In home economics the revision of the course of study was completed last fall. A Major Foods II was offered for the first time, as was a course in interior decoration.

Perhaps even more unusual was the enrollment of six senior boys in a Major Foods I class. Two of the boys worked part of the day in food service under the cooperative trade and industry program.

In mathematics two levels of general mathematics were offered for the first time. The advanced college preparatory classes in tenth grade mathematics were accelerated a half year. Further experimentation was carried on involving grouping of pupils within one advanced class.

In physical education tennis and golf were added to the girls' intra-mural program and there was a revision of the physical fitness test given to all pupils.



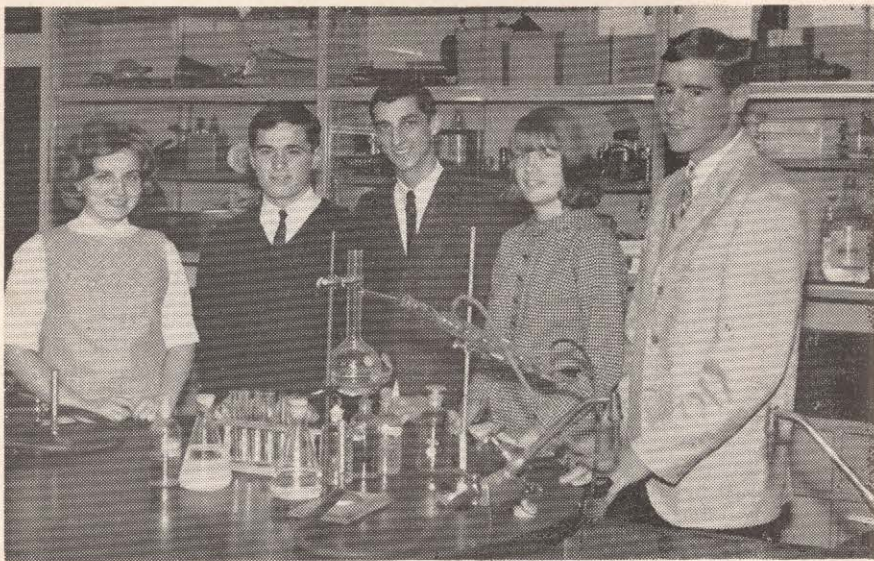
SECRETARIAL AND OFFICE SKILLS ARE VOCATIONAL ALSO

In Social Science Department complete cataloguing of departmental materials and the cataloguing of the back issues of National Geographic dating from 1916 were completed. There was greater independent library use by pupils doing research projects. The revision of course guides for each of the courses in the department was completed. A microfilm reader was added to the department since this research tool is widely used in colleges and universities.

SOUTH JUNIOR HIGH SCHOOL

A new parent bulletin entitled "Know Your School" was published for the first time. Discussions of topics requested by the parents will feature this publication.

The experimental program in linguistics continues and has been improved considerably this second year. Teachers in the program comment on the "decided improvement in writing skill", as well as the improved understanding of grammatical concepts on the part of the students of lesser ability.



COLLEGE PREPARATORY CHEMISTRY IS VOCATIONAL IN NATURE
FOR MANY OF OUR STUDENTS

Extensive use of paperbacks in the library by many classes has led to much more reading on the part of students who are ordinarily not motivated in this respect. Another development in the reading program is the introduction of the accumulative reading record for each student in the school, maintained by the English teachers. In addition, special reading requirements and experiments are being tried out in several top ninth grade classes.

Stardust continues to be an outstanding publication. Twelve of the students whose work is in the anthology were awarded recognition in the National Poetry Anthology.

Team teaching, introduced at South Junior some years ago, has been more highly developed. For example, one of our teachers who spent several years in Africa with the Friends Service Committee visits all seventh grade classes to introduce the study of Africa. Another teacher, who is a specialist in geography, worked in this area with a number of classes not exclusively his responsibility. Several English teachers handled large groups together in a special room with facilities developed by the school for this purpose. Several mathematics teachers also grouped several grades for the introduction, review, or enrichment of a unit of work.

NORTH JUNIOR HIGH SCHOOL

The staff of the North Junior High School spent many months in preparation for the visit of the State Department of Education (Secondary Education) on February 1st of 1966. Dr. Twichell, speaking for the committee, wrote "The self study developed by the faculty, under Dr. Nagy's leadership, was a comprehensive and detailed statement which reflected the actual work as well as the hopes and aspirations of the faculty and administration. We believe there is a conscientious striving to achieve the school's philosophy; ample evidence indicated a strong supportive attitude among the staff and students toward the school and the total program. The faculty has reason to be proud of the reports made by the committee chairmen to us at the morning session." His further conclusion was: "It is not possible to comment on all aspects of the school, but it was evident to us that the North Junior High School is a fine school and possesses the potential of additional growth."

Next year, North Junior will teach library science in connection with the English classes, instead of as a separate subject. Both library and English teachers have been working toward the integration of this material into the new framework.

As usual, there are some experiments with the use of audio visual materials. The most recent device to be introduced is the 8 mm. film, which promises to be a very flexible aid for the classroom.

We are pleased at the provision of several additional teachers who will provide similar classes in basic subjects during the next year. Due to budget cuts and the growth of pupil population, many classes at North Junior High School have been larger than we consider desirable during the past year.

ELEMENTARY SCHOOLS

The board of education provided an additional principalship, so that Watsessing and Brookside schools had full time principals for the first time in some years. Both the parents and teachers appreciated this change, which should provide better supervision and instruction, as well as improved service to homes and to the community.

The greatest emphasis in elementary schools continues to be on the reading program. Several years ago two schools introduced a technique entitled "structured kindergarten experiences." Kindergarten teachers and first grade teachers evaluated the vocabulary of the first grade used in reading, social studies, etc. Children are introduced to the basic concepts of this vocabulary, although



**A GOOD ELEMENTARY EDUCATION IS THE FOUNDATION
OF ALL FUTURE EDUCATION**

they are not actually reading the words. Sometimes through field trips or activities in the classroom, experience charts are made by the teacher to show the children how a story develops, just as experience charts are regaining popularity in the first grade. As a result of the success of this approach, all kindergartens in Bloomfield will use the "structured experiences" approach next year.

New approaches to spelling are being used. In one school two teachers tried out a new linguistics method introduced by one publisher. This might feature, for example, the different sounds of K as in **kite, school, cat, etc.** Other methods will also be tried out in certain locations next year. In the elementary schools some team teaching has come in, more especially in the combination of the school nurse and the classroom teacher.

Last year the job of science coordinator took on the added role of mathematics coordinator, to assist teachers in maintaining the newer mathematics program at a proper level. This combination proved to be quite successful, and especially useful in aiding teachers new to the school system.

A slide packet was developed to illustrate the Bloomfield elementary reading program. This will, of course, be made available to Home and School Associations, Parent-Teacher Associations and local groups.

The number of topics discussed at each school's curriculum monthly meetings is illustrative of the wide range of interests and activities carried on in our school system. These topics include such items as First Aid, Advantaged and Disadvantaged Children, Child Behavior, Interpretation of Tests, Reporting to Parents, Programmed Learning, Scientific Research Associates Reading Program, Handwriting, and Remedial Instruction. One school even commented that its focus next year would be on three dimensional teaching, particularly in science and math.

Next year, all the elementary schools will be embarked on a program of self-evaluation similar to that carried on in the junior high schools. Staff members will examine the philosophy of the school, the character of the student body, the character and importance of the curriculum, the effectiveness of the method of instruction, pupil evaluation, physical facilities, teacher objectives, etc. In some phases we expect parents will also be involved in this evaluation. The administrators at the central and building levels believe that much benefit will be derived from this self-evaluation, which could chart our future course with greater effectiveness.

Elementary and Secondary Act of 1965

This legislation was passed by Congress in a number of titles, two of which affected the Bloomfield school system. Title I was intended to assist economically disadvantaged and educationally handicapped pupils. (\$63,000) Title II was intended to bolster the library and audio visual resources of public and private schools. (\$10,442)

In order to make a proper determination as to which children should be served, as well as to discover the needs of the district, a questionnaire survey was made of the 5500 children in the public and parochial schools of Bloomfield, Grades K-6. In the opinion of the principals and teachers there were over 500 children who were thought to be somewhat economically disadvantaged, and of these something less than 200, grades 3-6, had educational handicaps as well. These children formed the base of the program.

Beginning in February these pupils met at Franklin and Berkeley schools to receive psychological testing, remedial reading and mathematics, some spelling help, and special therapy where needed. Each Saturday session lasted four hours. The same children were eligible to receive instruction daily beginning June 27th and ending July 29th. The title of the whole program was ESPRIT (Educational Skills Project-Remedial Instruction Teams).

In addition to the survey and the remedial program, a small pre-school program was operated for pre-kindergarten children whose parents were from the disadvantaged group. Two experi-

enced kindergarten teachers were assisted by four high school seniors who were members of the Future Teachers of America. This program operated several hours a day during the month of July.

The fourth phase of the Title I was called SHIELD (Summer Help and Individualized Instruction for the Learning Disabled). This is the only program of its kind in New Jersey and should be regarded as a pilot program. From the beginning of July through the first week in August over fifty handicapped children engaged in a summer program at the George Morris School. These children were mentally retarded, or hard of hearing, or neurologically impaired, or had muscular dystrophy. The instructors were the usual staff of the school supplemented by some outside help. During the day the children had assembly programs, arts and crafts, remedial instruction and physical education. They also prepared to spend a week at camp at Stokes State Forest.

The Title II program in Bloomfield consisted mostly of the purchase of additional library books of a more expensive variety than could ordinarily be obtained in an annual budget. Each school determined its own needs. Parochial schools received Title II books from the state library.

It should be remarked that the staff, led by the Coordinator, Dr. Leslie H. Willis, were dedicated teachers who were highly skilled. The benefits of the Shield program were so apparent that it would indicate that an eleventh month program for handicapped pupils is something which should receive serious consideration on a nation wide basis. We received excellent cooperation from the parents and our relationship with the parochial schools left nothing to be desired. Occasionally one hears reports about the waste or inefficiency in Federal programs in some communities. It can be stated truly that in Bloomfield these programs were conducted on a sound basis and achieved much good.



NEW OPPORTUNITIES

Child Guidance Department

We have previously made reference to programs for the handicapped and disadvantaged children under Federal Aid funds. These programs produced many clues for future study by the department in many areas. The statistical data compiled in the town-wide survey will prove invaluable in developing insights into the pupil population.

The members of the child guidance staff and the three guidance counselors in the secondary schools participated in a twenty week inservice program concerning group procedures of counseling with children. The Nutley personnel were also involved in this project, which was conducted by Neil Clapp, formerly of Essex Fields. The staff were enthusiastic about the possibilities of this type of counseling with children who have overt or potential problems. During the spring one member of the staff undertook group work with fifth and sixth grade boys in one elementary school, where the boys were identified by underachievement and disability. Another staff member undertook group work with fifth and sixth grade girls in another school in which instance the girls were identified as having "adjustment problems." Our department believes that the probability of future delinquency and poor school performance could be counteracted in large part by an extension of this procedure.

Our child guidance staff has been meeting on a regular basis with the North Essex Child Guidance Clinic to discuss mutual problems. A much more satisfactory relationship has been developed, and we look forward to increasingly better liaison between both groups.

Our hard of hearing program completed its second year successfully. However, the number of pupils involved has gradually increased, and some of these children are now in the junior high school. It is probable that in another year some enlargement of our speech and hearing staff will be necessary.

In January, 1965 we began the operation of our first class for neurologically impaired children. This group of children with brain damage and other disorders has been increasing nation wide and programs for their assistance are still in an evolving state. In most cases these children attend normal classes for part of the day and also receive some supplementary assistance. We expect the number of pupils with this handicap to grow with the years.

Next year we will introduce a work-study program for older educable retarded children into Bloomfield Senior High School. Some children from Belleville and Nutley will also be included. The pupils will receive assistance and training from a special teacher-

coordinator, as well as the part-time services of a vocational rehabilitation counsellor provided by the state. Similar programs in Montclair and East Orange have met with great success.

Our home and school counselors report that the number of complaints referred to the juvenile court has continued to decrease this year. Seventy boys and seven girls were referred. A change is noted in those appearing before the court, with a discernible increase in the number of emotionally disturbed children. It is apparent that in cases of this sort the school and community have a continuing responsibility to render therapeutic services which may return these children to a more normal pattern. In this connection it should be mentioned that the large majority of cases referred to the local juvenile conference committee never reach the court since one appearance before the committee and its follow-up seemed to alleviate the problem.

In all of this work it is important that problems of children should be detected at as early an age as possible. One of our home and school counselors worked for some weeks with nine teachers and one elementary school on a voluntary basis, to acquaint them with symptoms and potential problems that might appear in their classes.

During the past two years your Superintendent served as chairman of the Commissioner's Committee on the Education of the Handicapped. I am glad to report that the recommendations of this committee resulted in a new state law for the handicapped passed by the legislature this spring. This will provide greater state aid for special classes and special services than has been the case heretofore. It will broaden the kind of services which can be offered to all children with handicaps. It will also make mandatory for all school districts the provision of services which are needed, nearly all of which are provided in Bloomfield.

Curriculum

Developments in the secondary and elementary schools have been discussed previously, but the report of the Assistant Superintendent for Curriculum contains some items and recommendations which should be noted.

In the elementary school we have had some experiments in ungraded organization in arithmetic and reading. Under this arrangement some children are grouped according to their skill in the subject rather than on a chronological and grade basis, during parts of the day. Their chronological and grade grouping continues in most other subjects. While experiments of this kind have been widely heralded in national publications, we are proceeding with caution to see what the results will be over a longer period.

We have previously mentioned the new increased emphasis on vocational orientation of high school subjects. This seems to indicate that it is time to review our courses of study in home economics, industrial arts and fine arts.

During the year a committee of teachers and principals was organized by the superintendent to study the whole matter of teacher evaluation. Our present evaluative instrument and those of many other districts were reviewed by the committee, and it is expected that a detailed report and recommendation will be received in the fall.

Dr. Lavenburg believes that with the experience of several years of the new mathematics in the elementary schools, and with the fused course in 9th and 10th grades now fairly well established, it is time to review our K-12 mathematics program to see if anything needs to be done in the way of inter-relationships or improved articulation. Test results in the elementary schools indicate favorable progress in the "new math."

Since linguistic experiments have been going on at the junior high school and the elementary level, and may be extended into the senior high school next year, it is also proposed that the entire English department be involved in the evaluation of the potentialities of this approach.

The other recommendations include the expansion of work study into other areas, the development of a senior high school reading program, and the exploration of educational television.

Of interest to all teachers is the recommendation that we consider ways in which we can better develop value systems in all our young people.



NEW ALL PURPOSE ROOM AT BROOKSIDE SCHOOL

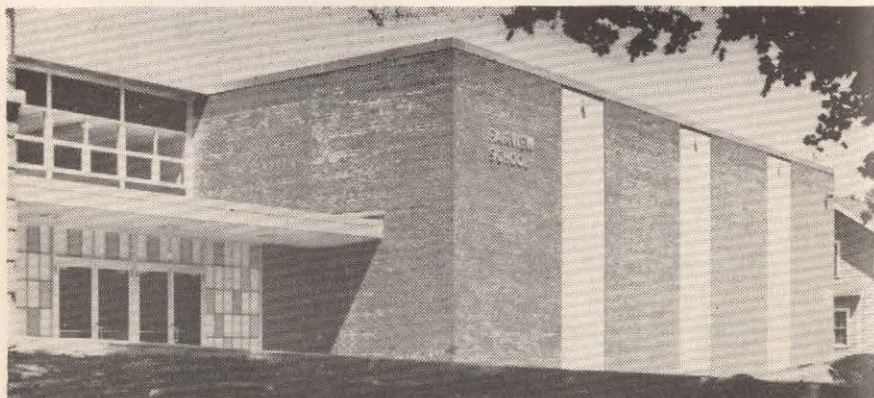
Building Needs

This last spring Fairview and Brookside all purpose rooms were dedicated and immediately went into use. They are fine facilities, valued highly by the school and community, and should prove worthwhile additions to buildings which are more than half a century old.

At the present time the architect is completing specifications for bid for the Franklin and Berkeley all purpose rooms. It is possible that with State Department approval these may be advertised for bid in the fall. The addition at Franklin also contains several classrooms, since several temporary rooms are presently in use at this site.

This spring work started on the complete renovation of the physics laboratories in the senior high school. This work includes complete removal of present partitions, etc., new electrical and plumbing installation, air conditioning and installation of new equipment.

The completion of the maintenance building at the Demarest site will make possible the utilization of the present maintenance building for classroom purposes by the high school. Ever since 1959 we have been urging the provision of better facilities in shop, music, home economics and art at the high school and the recent visit of the evaluating committee only underlined these needs. Furthermore, the shift into greater vocational emphasis in industrial arts and home economics will make such facilities more important if our pupils are to have the same opportunity as the students in surrounding high schools. At the present time people in these areas are conducting classes under great handicaps which will be obvious to any casual visitor at the school.



NEW ALL PURPOSE ROOM AT FAIRVIEW SCHOOL

WORK COMPLETED DURING SUMMER OF 1965

The following major maintenance work was completed during the months of July and August:

Carteret School: New sheet metal hoods were installed on the roof. Aluminum parapet covers were installed. Portions of the playground were repaved.

South Junior High School: Acoustical ceilings and fluorescent lights were installed in the remaining classrooms. Approximately $\frac{1}{2}$ of the wooden classroom floors were sanded and refinished. Pupil furniture refinishing was completed.

Fairview School: Interior and exterior painting was completed. Additional fluorescent lighting was installed in Room G4. Exterior floodlights were completed. A new vinyl asbestos tile floor was installed in the second floor corridor.

George Morris School: The newly acquired property behind this building was developed as a playground. A chain link fence surrounding the property is presently being completed.

Senior High School: The third and fourth floor rooms were painted. The area behind the boys gym was repaved. The library workroom was remodeled. Room 319 was modernized with new display cases and counters for Distributive Education. Group relamping of all classroom fluorescent fixtures in the building was completed.

Berkeley School: Changes were made in the wiring at Berkeley School to bring it up to a modern standard. New safety valves were installed on the boilers. A flat roof was recoated with asphalt finish for preventative maintenance purposes.

Brookside School: A Principal's office and a nurse's office were built. The building interior and exterior were painted.

Franklin School: A portion of the playground was repaved. Exterior floodlights were installed.

Demarest School: Fluorescent lights were installed throughout the classrooms and corridors. Exterior floodlights were added.

Brookdale School: Vinyl asbestos tile floors were installed in $\frac{1}{2}$ of the first floor corridor and $\frac{1}{2}$ of the second floor corridor. Furniture replacement was continued.

Administration Building: A domestic hot water circulating system was installed to save water.

284 maintenance work orders were completed by our staff. These jobs varied widely in the time required to complete. All trades were involved... much of the work done will improve learning conditions for children. The rest stressed preventative maintenance.



BLOOMFIELD BOARD OF EDUCATION 1966

Reading left to right: Mr. Vincent Biunno, Dr. Frederic M. Lavenburg, Assistant Superintendent for Instruction, Dr. Frank B. Stover, Superintendent of Schools, Mr. Robert E. Morris, Assistant Superintendent for Business and Board Secretary, Mrs. Frank M. Galioto, President, Mr. John G. Seyers, Vice President, Mr. Harold Tyne and Mr. Harold Brotherhood.

A LOOK AHEAD

The whole nation is now, as never before, concerned with developing more and better educational opportunities for all of our young people. Programs are being expanded from pre-school to graduate school. While always carefully assessing new developments to determine their soundness, we in Bloomfield must keep pace with this growth, which promises so much for the future.